

2017-2019 Educational Equity Review

Targeting Plan

Iowa Department of Education

Section I: Subrecipient Universe

Total Subrecipient Universe: The total Subrecipient Universe for Iowa for 2017-2019, as of July, 2017, includes 310 Local Education Agencies (LEAs) **with secondary career and technical education programs** and 15 Community Colleges for a total of 325 agencies. An LEA and Community College subrecipient universe roster is attached. The subrecipient universe for Local Education Agencies includes only districts with secondary career and technical education programs. Descriptions of the Targeting Plan for LEAs and Community Colleges are noted in each section.

MOA Reviews: Two and one-half (2½%) percent of 325 agencies equals 8.125 or eight (8) reviews. Of the eight (8) reviews, seven (7) are conducted in LEAs and at least one in Community Colleges.

LEA Selection:

- All LEAs with a secondary vocational program are included in the subrecipient universe and will be considered for selection for a focused equity visit if six or more years have passed since their last focused equity visit.
- After applying the selection criteria to the districts which have not been selected for a focused equity visit in six or more years, the seven (7) highest scoring LEAs with secondary vocational education programs are chosen for a focused equity visit.
- If a selected LEA cannot be visited for a reason acceptable to the Iowa Department of Education, the next-ranking subrecipient will be visited instead.
- When serious equity concerns arise in a LEA with secondary vocational education programs outside the six year gap, the LEA may be added to the list of reviews for that year.

Community College Selection:

- In a five-year period of time, all community colleges receive an accreditation visit. Therefore, three community colleges (20%) receive an accreditation visit in each of the five years and are considered a cohort.
- After applying the selection criteria listed in Section II to the cohort in a given year, and ranking based on the weighting factors provided in the chart on page 5, the highest ranking community college will be selected for a focused equity visit. In the case of a tie, the tied colleges shall receive a focused equity visit.
- If a selected community college cannot be visited for a reason acceptable to the Iowa Department of Education, the next-ranking subrecipient will be visited instead.
- When serious equity concerns arise in any of the community colleges, the community college may be added to the list of reviews for that year.

Section II: Selection Criteria

Local Education Agencies:

The following criteria will be used by the Iowa Department of Education to select LEAs that will have an MOA On-site Civil Rights Compliance Review (referred to as a Focused Equity Review in Iowa).

A. LEA enrollment patterns in career and technical education programs:

- Sex Enrollment
 - The percent of CTE programs that have eighty percent or more students of one sex enrolled (i.e., more than 80% male or more than 80% female) **(Indicator A – weighted 0.5)**
 - The variance of the percent of students enrolled in CTE programs by sex compared to the percent of students enrolled in the school by sex **(Indicator B – weighted 0.5)**
- Racial/ethnic background
 - The variance of the percent of minority students enrolled in CTE programs compared to the percent of minority students enrolled in the school **(Indicator C – weighted 1.0)**
- Disability
 - The variance of the percent of students with disabilities enrolled in CTE programs compared to the percent of students with disabilities enrolled in the school **(Indicator D – weighted 1.0)**

B. Demographics of the Local Educational Agency (Indicator E – weighted 1.0)

- The change in the percentage of minority students over the past five years.

Some local education agencies are undergoing relatively rapid changes in the demographics of their general population or student population. This change is most commonly reflected in changes in the racial/ethnic makeup of the population. The changes in demographics may be caused by:

- Open enrollment or school choice programs (LEAs)
- Natural migration, mobility, employment patterns (LEAs)
- Change in agency boundaries (Community Colleges and LEAs)

C. Referrals & Complaints (Indicator F – weighted 1.0)

Referrals from Iowa Department of Education staff and other state and regional agencies:

- LEA & community college accreditation and monitoring visits
- Special Education monitoring
- Iowa Civil Rights Commission
- Iowa Human Rights Commission

- Attorney General's Office
- Governor's Office
- Area Education Agencies

Complaints from:

- Students, parents, and/or staff
- Applicants for employment
- Community members
- Media reports

D. Time Elapsed Since the Last On-Site Equity Review (Indicator G – weighted 1.0):

Indicator G takes into consideration the time that has elapsed since the educational agency has received a Focused Equity Review. For a newly reorganized LEA or community college, the longest elapsed time of the joining agencies will be used. Educational agencies visited within the last six years will not be considered for a focused equity review unless serious equity concerns arise.

Community Colleges:

The following criteria will be used by the Iowa Department of Education to select community colleges that will have an MOA On-site Civil Rights Compliance Review (referred to as a Focused Equity Review in Iowa).

A. Community College enrollment patterns in career and technical education programs:

- Sex Enrollment
 - The percent of CTE programs that have eighty percent or more students of one sex enrolled (i.e., more than 80% male or more than 80% female **(Indicator A – weighted 0.5)**)
 - The variance of the percent of students enrolled in CTE programs by sex compared to the percent of students enrolled in the school by sex **(Indicator B – weighted 0.5)**
- Racial/ethnic background
 - The variance of the percent of minority students enrolled in CTE programs compared to the percent of minority students enrolled in the school **(Indicator C – weighted 1.0)**
- Disability
 - The variance of the percent of students with disabilities enrolled in CTE programs compared to the percent of students with disabilities enrolled in the school **(Indicator D – weighted 1.0)**

B. Demographics of the Community Colleges (Indicator E – weighted 1.0)

- Change in the percentage of minority students over the past five years.

Some community colleges are undergoing relatively rapid changes in the demographics of their general population or student population. This change is most commonly reflected in

changes in the racial/ethnic makeup of the population. The changes in demographics may be caused by:

- Natural migration, mobility, employment patterns
- Change in student recruiting practices

C. Equity-Related Complaints (Indicator F – weighted 1.0)

Complaints received by the Division of Community Colleges & Workforce Preparation's complaint process from:

- Other divisions or personnel within the Iowa Department of Education
- Applicants for employment or admission
- Iowa College Student Aid Commission
- Students, parents, and/or staff
- Community members
- Media reports

D. Time Elapsed Since the Last On-Site Equity Review (Indicator G – weighted 5.0):

Indicator G takes into consideration the time that has elapsed since the community colleges have received a Focused Equity Review. This criteria has been weighted more than the others because of the cyclical nature of the division's accreditation/equity review cycle. Using this weighting method, each of the three colleges in an annual cohort will receive a Focused Equity Review at least once within a 15 year period. In addition, components of the equity review are incorporated into the accreditation process, so each college will receive equity-related feedback every five years.

Section III: Ranking Procedures:

**Ranking of Local Educational Agencies for Selection for Focused Equity Reviews
During the 2017-2019 Biennium**

Sex-Typed Enrollment - Individual Enrollment	Sex-Typed Enrollments – Total Enrollment	Racial/Ethnic Typed Enrollments	Disability Typed Enrollments	Demographic Change	Referrals & Complaints	Time Elapsed
Indicator A	Indicator B	Indicator C	Indicator D	Indicator E	Indicator F	Indicator G
Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score
Weighted .5	Weighted 0.5	Weighted 1.0	Weighted 1.0	Weighted 1.0	Weighted 1.0	Weighted 1.0

Calculation

- After applying the data for LEAs with secondary vocational education programs in the cohort of 20% per year, and eliminating agencies visited within the past six years, each subrecipient is ranked from highest to lowest for each indicator A-G.
- A high rank indicates a high occurrence of the indicator, and conversely, a low rank indicates a low occurrence of the indicator.
- “Rank” equals “score”.
- The sum of the scores for an LEA with secondary vocational education programs across all indicators equals the “final score”.
- The seven (7) LEAs with secondary vocational education programs with the highest final scores will be chosen for a focused equity review.
- A tie (7th place for LEAs with secondary vocational education programs) will be resolved by sorting the tie schools by the sum of their scores for Indicators A-D.
- If a selected subrecipient cannot be visited for a reason determined to be acceptable by our Department, the next ranking subrecipient will be visited instead.

Ranking of Community Colleges for Selection for Focused Equity Reviews During the 2017-2019 Biennium

Sex-Typed Enrollment - Individual Enrollment	Sex-Typed Enrollments – Total Enrollment	Racial/Ethnic Typed Enrollments	Disability Typed Enrollments	Demographic Change	Referrals & Complaints	Time Elapsed
Indicator A	Indicator B	Indicator C	Indicator D	Indicator E	Indicator F	Indicator G
Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score	Ranked Score
Weighted .5	Weighted .5	Weighted 1.0	Weighted 1.0	Weighted 1.0	Weighted 1.0	Weighted 5.0

Calculation for Community Colleges

After applying the data for community colleges in the cohort of 20% (three colleges) per year, each subrecipient is ranked from highest to lowest for each indicator A-G.

- A high rank indicates a high occurrence of the indicator, and conversely, a low rank indicates a low occurrence of the indicator (i.e., 3, 2, 1 for the highest rank, 2nd highest, and lowest).
- These ranked values are then multiplied by each criteria’s weight, producing a “score” for each criteria.
- The sum of the scores for each community college across all indicators equals the “final score”.
- The one (1) community college with the highest final score will be chosen for a focused equity review.
- In the case of a tie, the tied colleges shall receive a focused equity visit during that year.

- If a selected subrecipient cannot be visited for a reason determined to be acceptable by our Department, the next ranking subrecipient will be visited instead.

Section IV: Assessing Effectiveness

Assessing the Effectiveness of the Current Plan:

Several education program consultants and administrative consultants from the Iowa Department of Education Division of Learning and Results (representing secondary schools) and the Division of Community Colleges & Workforce Preparation (representing community colleges) worked together to make revisions to the 2017-2019 Targeting Plan.

Local Education Agencies:

Review of the new ranking procedures and selection criteria applied to the 2015-2017 Targeting Plan by Iowa Department of Education consultants resulted in a determination that the plan was effective in identifying subrecipients with the greatest potential for civil rights noncompliance. It is expected that revisions made in the 2017-2019 plan will continue to result in increased effectiveness in the next biennium.

Community Colleges:

The revisions made to the community college targeting plan will be effective in identifying subrecipients with the greatest potential for civil rights noncompliance, while also ensuring that each of Iowa's 15 community college receives a timely, thorough equity review. It is expected that revisions made in the 2017-2019 plan will result in increased effectiveness in the next biennium.

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